<div align="center">**Stark State College**

Digital Library Assessment Biennial Report</div>

Program/Department Name: Digital Library
Individual Completing Report: Marcia Addison
Date: 7/31/15

Program/ Departmental Self-Assessment Procedure and Action Plan

Purpose:

To self-identify the status of Program/Department in the outcomes assessment process as well as the action-steps and timetable for the development of assessment processes.

Procedure:

All programs and departments must complete the self-assessment process. Programs which do not demonstrate how the program/department meets each of the self-assessment criteria must submit an assessment plan documenting the proposed action steps and timelines along with the self-assessment form. A follow-up self-assessment report on the implementation of the assessment plan will be due the following academic year. Programs meeting effective assessment standards will be required to submit an assessment report on a biennial basis.

Directions:

Mark the appropriate response to the Yes/No items with an X. Provide a brief summary of action steps to meet the Criteria (for example, the department will meet twice a month over the next term to develop goals). Please note that it is critical that due diligence is given to the development of goals and associated outcome measures. Do not attempt to create goals, identify measures, and implement the assessment plan in the same term!

Assessment Criteria

1. Goals

Does the Department have specific student learning or academic/ student service goals which reflect the discipline or service area professional standards?

Yes __X___   No _____

2. Outcome Measures

Are direct and indirect outcome measures identified for each goal?

Yes __X___   No _____

3. Research

Is research systematically conducted to evaluate success or failure in achieving outcomes?

Yes __X___   No _____

4. Findings

Are research results analyzed and interpreted and findings determined?

<div align="center">Yes __X___   No _____</div>

5. Review Process

Are findings are discussed and reviewed by appropriate groups and individuals and recommendations made for action?

<div align="center">Yes __X___   No _____</div>

6. Proposed Actions

Are recommendations acted upon?

<div align="center">Yes __X___   No _____</div>

7. Improvements

Have actions result in documented improvements in student learning or academic/ student services?

<div align="center">Yes __X___   No _____</div>

Assessment Measures Inventory

Purpose:

To identify benchmarked outcome measures and the benchmarking level (internal, state, national, etc.).

Instructions:

Enter the appropriate response for each question. Place an X in the box that corresponds to the level/type of benchmarking data that is available for each measure. The table can be appended as needed by adding or deleting rows.

Assessment Measures for Goals (Outcome measures from assessment report)	Is trend data available for the measure? (Yes or No)	Has a performance benchmark(s) been identified for the measure? (Yes or No)	Type of performance benchmark (check all that apply)		
			SSC (Internal)	State-level (OACC, OBR, etc)	National (Professional Org., accrediting group, etc.)
Goal 1, Point of Service usage statistics (face-to-face and online)	Yes	No	X		
Goal 1, 2 Library- research skills rubric for ENG124	No	No	X		
Goal 1, Noel-Levitz SSI (item 14)	No	Yes	X		X
Goal 1, Satisfaction survey – faculty/staff	Yes	No	X		
Goal 2, Satisfaction survey – faculty/staff	Yes	No	X		
Goal 2, Noel-Levitz SSI (item 26)	No	Yes	X		X
Goal 2, Library Advisory Committee Feedback	NA	NA	X	Joint with KSU	

<u>**Service Goals**</u>

Goal 1: To provide digital resources to the College community

Goal 2: To provide high-quality library information services to students, faculty and staff

<u>**Summary Narrative**</u>

A product of the AQIP Action Project, Capitalizing on Information/Learning Resources to Foster Learning (2007-2009), the Digital Library has, by all reports, made a positive impact on Stark State College. HLC reports from 1990 and 2000 repeatedly referenced concerns about student and faculty use of the shared library resources, with Kent State University – Stark Campus, particularly noting a decline in technical subscriptions, SSC student driven circulation and SSC faculty participation in resource development/usage.

The Digital Library (SSC Library Services) officially began in January 2010 with two professional librarians and a dedicated space for library instruction and student assistance. The first three years of library service have been devoted to the needs of the Stark State community expanding well beyond the AQIP project mandate. This included staffing and maintaining the physical, albeit bookless, library presence on the Stark State campus. The physical space is unique to the campus populated with computer pods and multiple flat screen wall-mounted screens for instruction purposes enclosed in a richly colored room just off the Atrium. Although signage states otherwise (Stark State College Digital Library), the room is essentially a very nice teaching/computer lab.

Assessment instruments used for this report are point-of-use usage statistics, faculty surveys, Academic, College, and Research Library Association (ACRL) Standards, the Noel Levitz SSI, and the Support Services Survey.

Students are the primary stakeholders when it comes to Library Services. In the past surveys soliciting student opinion were administered annually but have produced very little actionable feedback. Response to point-of-use surveys was poor (fewer than 20 respondents for each survey). For this assessment period, point-of-use usage statistics were analyzed in place of point-of-use surveys. However, some student comments were received during the assessment period and were unanimously positive. SSC Library Services directly supports the College General Learning Outcome of Information Literacy Skills by working with students, either individualized instruction or class/assignment-based instruction, to help them utilize ALL available resources. Regrettably, it is the face-to-face student who benefits most from SSC Library Services at this time. Due to resource (technical, physical, human) limitations, online and satellite students receive limited instruction and assistance with satellite students being the least served population.

Faculty constitute the other major stakeholder in Library Services. The librarians work directly with faculty creating and adjusting research assignments and providing supplemental classroom instruction. Faculty are encouraged to consult librarians when faced with copyright and plagiarism questions. Faculty are regularly surveyed in an effort to improve and expand existing services as well as develop new services.

In the original AQIP Action Project, the purpose of the Digital Library was to leverage existing information resources to enhance the teaching and learning environment.   Evidence of success is visible in two areas: the growth of library instruction and online access. When the Digital Library began in January 2010, Kent State University-Stark Campus had been providing library instruction for Stark State College classes. (SSC faculty would reserve a time with KSU-Stark library staff and take whole classes for library and research instruction.) In the 2009-10 year, KSU taught 36 classes for SSC. In January of that school year (2010) SSC hired two professional librarians and began Digital Library operations including library instruction. SSC librarians taught 49 classes in the Spring 2010 semester alone. By the 2014-15 school year, KSU-taught classes dropped to 2 while SSC-taught classes were reaching between one thousand and fifteen hundred students in 45-100 classes per year. Online access via LibGuides allows librarians to develop subject-specific guides for resource access. The LibGuides product was introduced Fall 2010 and for the 2010-11 school year produced 40749

individual "hits" or "clicks" that lead SSC students to appropriate OhioLINK online resources as well as other free and public resources on the Internet. By the 2014-15 school year, LibGuide online usage reached 116,412 clicks. Both services, library instruction and LibGuides, are evidence of success in meeting the intent of the original AQIP Action Project.

The Digital Library's first five years have been met with positive feedback from the Stark State College community. The first few years of this (or any) service is a time of benchmarking and discovery. Now established, the Digital Library focuses on initiatives, such as online chat, texting, and course-embedded library instruction to reach students. Library instruction and librarian assistance services continue to steadily grow.

Nationally, libraries and the library profession are in a state of overwhelming change as technology replaces traditional library services. Academic libraries across the United States are redefining the role of the library in the academic process. Libraries are no longer repositories of information, they are becoming enablers of information literacy and critical thinking. SSC Digital Library Services has and will continue to keep pace with current academic library trends by focusing on content creation, alternate delivery, one-shot alternatives, and meaningful library services. By virtue of its unique position of not being hampered by history of tradition and bound to a physical paper collection, the SSC Digital Library is poised to take advantage of the new wave/new age of academic library information service, and initial feedback reveals the SSC community is ready to take that step.

Assessment Results Report cross reference the measures listed in the inventory above with the measures listed below so they are the same and in the same order

Purpose:

     The report is a summary compilation of key assessment methods, findings, review processes, actions, and improvements related to the academic/ student service or learning goals of the department/ unit on an annual basis. As a historical record of assessment activities, the report provides for and supports the systematic assessment of academic support outcomes.

Instructions:

     Enter the outcome measure in the space provided. Please note that for each goal it is expected that a mix of quantitative and qualitative as well as direct and indirect measures are employed. Mark the term of assessment with an X (for example, if a survey is conducted in the fall term, mark fall for that measure). Provide a brief summary of key findings, either as bulleted points or in short paragraph form. Provide a brief summary on the review committee/ process (for example, Findings are reviewed by the Director and staff on a per term basis and recommendations are forward to the VP for further review). Provide a brief summary of any proposed actions for the next term/ academic year. Please note that not all findings result in actions. Provide a brief summary of any improvements from the previous year (this does not apply to new measures the first year). Finally, Goals and/ or Outcome Measures can be added (or deleted) as needed by copying and pasting.

Goal 1: To provide digital resources to the College community

Outcome Measure 1: OhioLINK usage statistics (note: numbers co-mingled with KSU)

     Terms of Assessment: Summer _____   Fall __X___   Spring _X__   Annual _____

     Findings: N/A

     Review Committee/ Process: N/A

     Proposed actions for next term/academic year: The current arrangement for sharing physical library space and services with Kent State University at Stark (KSU) includes purchase into the OhioLINK digital resources. This arrangement results in Stark State Digital Library usage statistics and KSU usage statistics being combined. In 2014 OhioLINK reevaluated and as a result rewrote the MOU with participating institutions. This has lead to a closer working relationship with the new OhioLINK leadership. As of June 2015, the separation has not been realized, but we are continuing to work with OhioLINK to gain independent access and statistics.

     Improvements: N/A

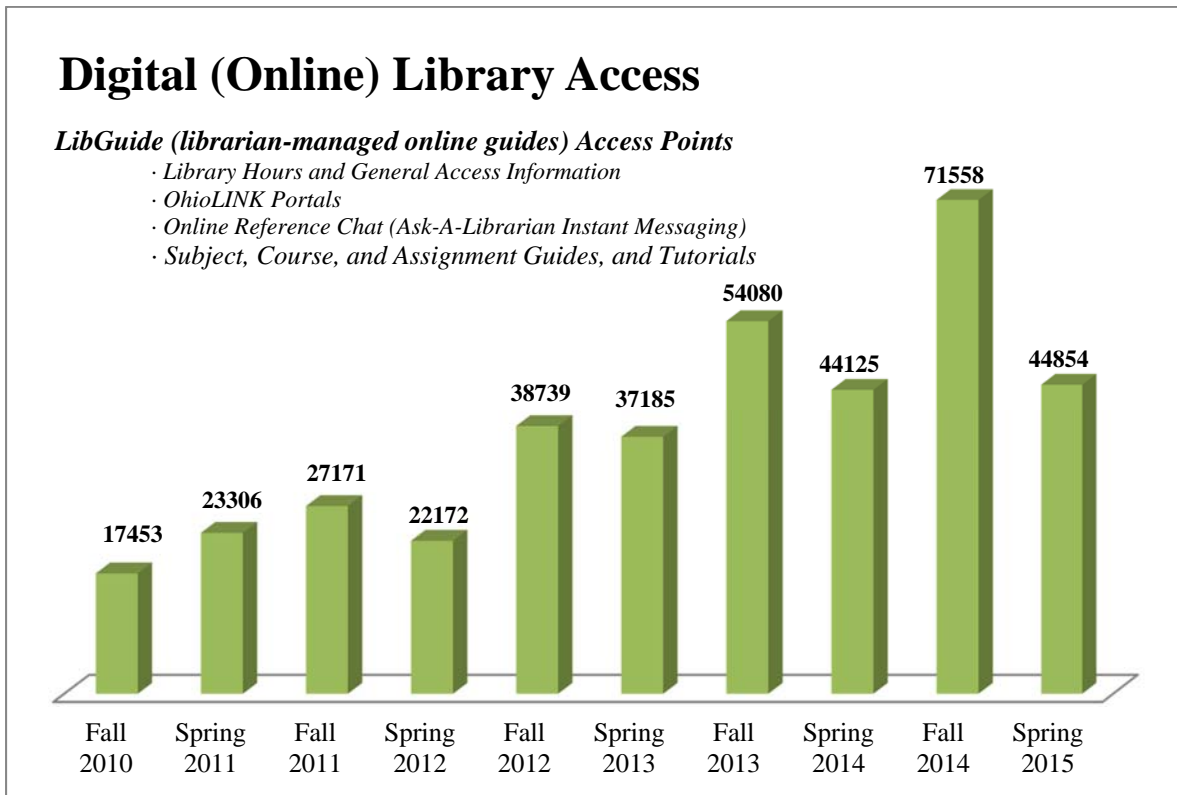Outcome Measure 2: Point of service usage statistics (face-to-face and online)

     Terms of Assessment: Summer _____   Fall _X___   Spring __X__   Annual _____

     Findings: Library traffic has evolved since library services were implemented in January 2010. Initially the face-to-face (physical space) usage grew dramatically from Spring 2010 to Fall 2010 with traffic increasing by 92% as faculty and students became accustomed to having librarians available. Because the physical space is limited (31 workstations) and the student population is spread across numerous satellite sites as well as a third of enrollment being online, the strategic plan was always to focus on online resources and services. In Fall 2010 Library Services implemented LibGuides and began creating interactive access points for library instruction and research assistance. In the first year, online usage grew by 21%. Since the 2010-11 academic year online usage has grown by over 185% from 40759 in 2010-11 to 116412 in 2014-15.

As online services have grown, face-to-face use has declined. We expected face-to-face numbers to decline as online services increased and the Stark State community became more familiar with the convenience of online library services accessible from their own computers and tablets. Further analysis showed inconsistencies among library staff and student workers when counting face-to-face usage. As of Fall 2013, we discontinued keeping physical gate count statistics as they were inaccurate, cost-prohibitive to gather, and did not reflect actual library usage. The students in the library space typically use the space as a computer lab. We are currently looking into different ways to gather librarian-user interaction statistics and anticipate a more accurate measure for the next assessment cycle.

In Fall 2013 we introduced and began marketing one-on-one appointments for research assistance. The service is slow growing but has received positive word-of-mouth feedback from both students and faculty. Due to issues within the analytical portion of LibGuides, statistical measures are unavailable as of this assessment cycle.

LibAnalytics was implemented in 2013 with the idea usage statistics could be standardized and accurately gathered and compiled. Unfortunately, the product did not perform as anticipated. The LibGuides product is undergoing a migration to the next generation. The Digital Library migration will be complete at the end of the 2015 calendar year. The new version promises a better process for gathering and analyzing usage statistics. The new version of LibGuides will also allow us to accurately break out text and chat statistics from other online usage statistics.

Digital (Online) Library Access

LibGuide (librarian-managed online guides) Access Points
- *Library Hours and General Access Information*
- *OhioLINK Portals*
- *Online Reference Chat (Ask-A-Librarian Instant Messaging)*
- *Subject, Course, and Assignment Guides, and Tutorials*

Term	Access
Fall 2010	17453
Spring 2011	23306
Fall 2011	27171
Spring 2012	22172
Fall 2012	38739
Spring 2013	37185
Fall 2013	54080
Spring 2014	44125
Fall 2014	71558
Spring 2015	44854

Review Committee/ Process: Reports reviewed with library staff, Provost, and Library Advisory Group

Proposed actions for next term/academic year: Continue to expand subject offerings including Occupational Therapy and other allied health programs. Increase faculty focused services. Build online
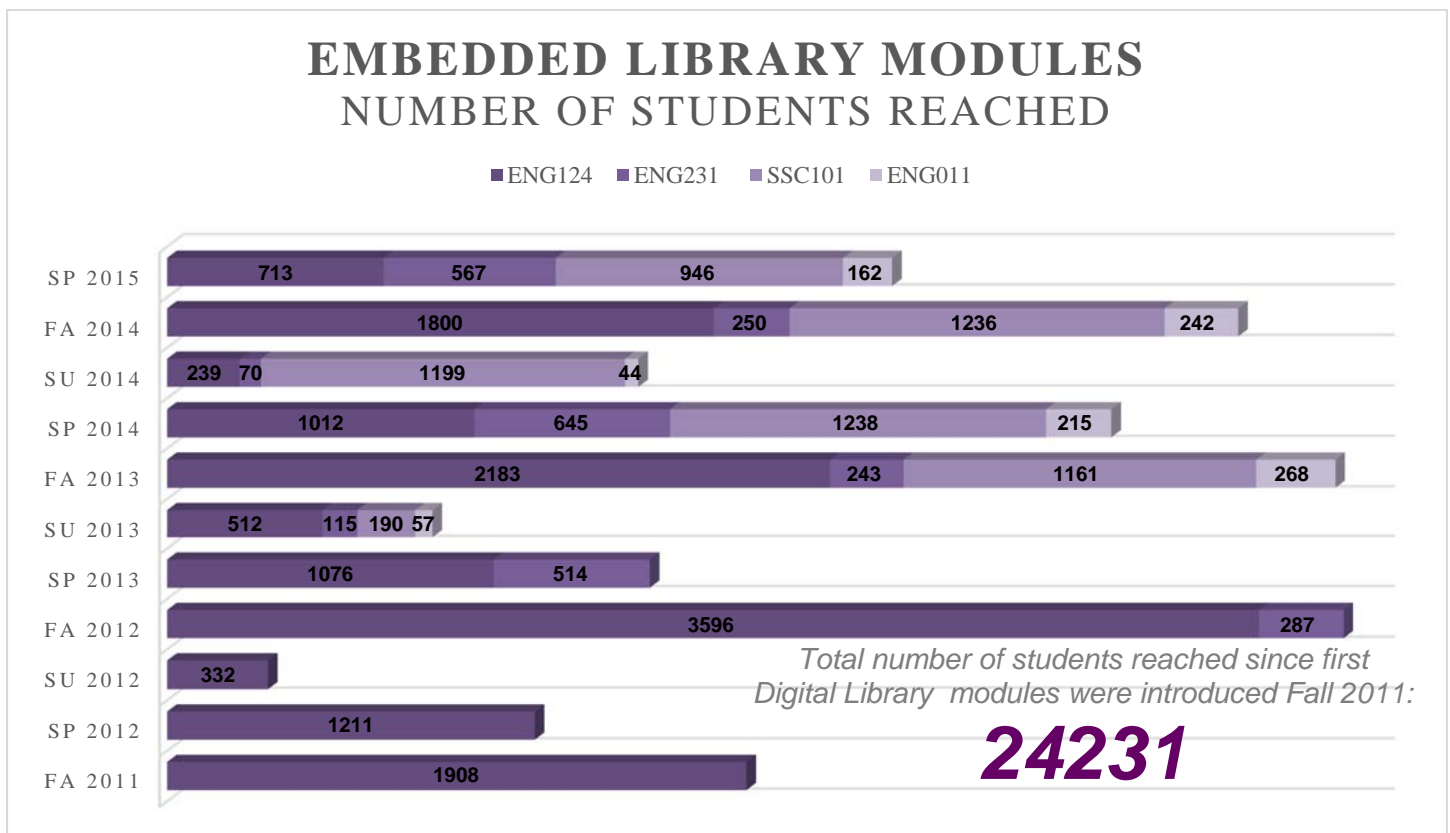
reference usage by marketing online reference options of chat and texting as well as face-to-face options including the ability to make a research appointment with a librarian. We expect enrollment to impact our numbers in the next assessment cycle.

Improvements: Began the LibGuides 2.0 migration process moving toward a better data-gathering process. Online usage through subject guides continues to rise. Improvements to data-gathering to be assessed next cycle.

Outcome Measure 3: Library- research skills rubric for Comp I Classes

Terms of Assessment: Summer _____   Fall __X__   Spring __X__   Annual _____

Findings: In Fall 2011 Library Services piloted imbedded library instruction by creating Basic Library Research Skills Modules for College Composition I classes (ENG124). As of Summer 2013, Digital Library lessons were embedded in 4 curriculum courses; ENG124, ENG231, ENG001, and SSC101. These 2-4 minute online lessons take the place of library class visits for these specific class sections. Due to use and imbedding issues, statistics cannot be pulled from ANGEL; however, the number of students with direct access to library instruction increased each year after the pilot.

EMBEDDED LIBRARY MODULES
NUMBER OF STUDENTS REACHED

■ ENG124 ■ ENG231 ■ SSC101 ■ ENG011

Term	ENG124	ENG231	SSC101	ENG011
SP 2015	713	567	946	162
FA 2014	1800	250	1236	242
SU 2014	239	70	1199	44
SP 2014	1012	645	1238	215
FA 2013	2183	243	1161	268
SU 2013	512	115	190	57
SP 2013	1076	514		
FA 2012	3596			287
SU 2012	332			
SP 2012	1211			
FA 2011	1908			

Total number of students reached since first Digital Library modules were introduced Fall 2011:

24231

We worked with e-Learning and English faculty, we expect to assess the viability of the pilot and improve the function and content of the modules. As a result, the modules were redesigned and the assessment for each module was moved from ANGEL to LibGuides using additional software called SoftChalk. The results yielded inconclusive data telling us that students are using the modules without "proof of learning."

The chief improvement on the process is the module redesign using LibGuides and SoftChalk. This shift from the original ANGEL-based modules allows us to continue to refine the modules without having to completely abandon the previous versions.

Review Committee/ Process: Reviewed with library staff, e-Learning staff, Provost, English Department Chair, and composition instructors.

Proposed actions for next term/academic year: Work closely with faculty and Institutional Research to rewrite the end-of-module assessments. By working closely faculty and IR, we expect to construct better questions to deliver a better understand of the impact these modules have on student performance. We hope to work with SSC101 faculty to get samples from classes and assess the SSC101module effectiveness. We expect enrollment to impact our numbers in the next assessment cycle.

Improvements: The redesign for more informative data results. To be evaluated next cycle.

Outcome Measure 4: Student Point of Service Survey

Terms of Assessment: Summer _____   Fall __X__   Spring _____   Annual _____

Findings: Fewer than five student surveys were returned in Fall 2014 and no online surveys completed. The surveys were positive but not enlightening. As with the previous semester, the number one comment showed the respondents appreciate the availability of the quiet study space in the Digital Library.   Of the respondents, zero took advantage of the one-on-one research assistance and rated the service as helpful or extremely helpful. Budget restrictions kept us from developing and distributing print marketing materials like bookmarks, table tents, and flyers. We will revisit marketing in the next assessment period.

Review Committee/ Process: Assessment results will be reviewed with Library staff Fall and Spring semesters and with the Provost annually. Findings reviewed with Assistant Library Advocacy Group.

Proposed actions for next term/academic year: Work with Director of Research to design a more robust point of service survey that can be delivered during Library Services login. Continue to market individualized research assistance to students and faculty. The Advocacy Group suggested print marketing (bookmarks for orientation packets, posters for notice boards, and table tents for cafeteria and other student areas) in addition to electronic (CCTV and web) campaigns to promote Digital Library space and services to students.

Improvements: Understanding the user population is not necessarily the students actually sitting in the designated library space allows us to redirect our surveys.

Outcome Measure 5: Satisfaction survey – faculty/staff

Terms of Assessment: Summer _____   Fall _____   Spring __X__   Annual _____

Findings: The Support Services Survey once again returned a high rating for the Digital Library. The point of improvement still remains: most faculty and staff are unfamiliar with the Digital Library and the scope of services available.

At the end of every semester faculty who have booked library sessions for their students as well as faculty who have contacted the library with library/reference/copyright questions are sent a brief survey. The survey asks about faculty and student access to relevant resources, faculty access to professional library services, and requests for improving library services used. As with previous years, responses have been overwhelmingly positive with all faculty responses falling into either the "Agree" or "Strongly Agree" categories about access.

The Digital Library became more visible in this assessment period through internal TV spots and piloting department meetings for targeted marketing presentations.

Review Committee/ Process: Findings reviewed with Library personnel and Administration.

Proposed actions for next term/academic year: Reevaluate the questions on the Support Services Survey to determine if the meaning is clear and relevant to assess Library Services. Aggressively market Digital Library Services to faculty and staff.

Improvements: Targeted marketing lead to new collaboration opportunities and a greater awareness of "what the library can do for your class."

Goal 2: To provide high-quality library information services to students, faculty and staff

Outcome Measure 1: Student Point-of-service survey

Terms of Assessment: Summer _____   Fall __X__   Spring _____   Annual _____

Findings: Inconclusive due to the poor response. (Fewer than 5 face-to-face surveys completed; however, the limited student responses were positive focusing particularly on availability of quiet study space and librarian assistance with research.

Review Committee/ Process: Surveys reviewed with Library personnel.

Proposed actions for next term/academic year: Work with IRP and Computer Services to develop and deliver a more effective student survey.

Improvements: To be evaluated in the next cycle.

Outcome Measure 2: ACRL standards review

Terms of Assessment: Summer _____   Fall _____   Spring __X__   Annual _____

Findings: Before we could align the ACRL standards with the SSC Strategic Plan, ACRL revised the standards publishing new standards in the form of the Framework for Information Literacy for Higher Education, approved by the ACRL Board February 2, 2015.

Review Committee/ Process: Reviewed with library staff.

Proposed actions for next term/academic year: Align the new ACRL framework with Digital Library practice, the College Strategic Plan, and GLOs. Prepare an ACRL framework marketing campaign, especially points connected to Information Literacy and Critical Thinking, for faculty to explain how partnering with the library helps them meet College wide General Learning outcomes.

Improvements: To be evaluated next cycle.

Outcome Measure 3: Satisfaction survey – faculty/staff

Terms of Assessment: Summer _____   Fall _____   Spring __X__   Annual _____

Findings: At the end of every semester faculty who have booked library sessions for their students as well as faculty who have contacted the library with library/reference/copyright questions are sent a brief survey. The survey asks about faculty and student experience, perceived/observed student benefit, and requests for improving library services used. The response, as in the past, continues to be overwhelmingly positive with all

faculty responses falling into either the "Agree" or "Strongly Agree" categories. We have utilized faculty comments and suggestions to improve library instruction every semester, and faculty have utilized library feedback to refine assignments.

An example of instructor observed improvement in students: "Thank you for a great digital library presentation last week. My students really got a lot out of, and so did I. We were all very impressed with what the library has to offer and will be spreading the word about the great experience."

Review Committee/ Process: Findings reviewed with Library personnel.

Proposed actions for next term/academic year: Expand survey to instructors with embedded modules.

Improvements: Faculty collaboration assignments and info lit/critical thinking GLO, embed "tech version of librarian" in specific courses, review and enforce library instruction guidelines (for student success)

Outcome Measure 4: Noel Levitz SSI

Terms of Assessment: Summer _____ Fall __X__ Spring _____ Annual _____

Findings: Survey results were generally positive. Results may be influenced by an overall public perception of libraries are good and a resistance to criticize a commonly revered institution.

Review Committee/ Process: Administration

Proposed actions for next term/academic year: Review the questions prior to survey delivery.

Improvements: Again, marketing must be improved to raise awareness of Library Services.

Outcome Measure 5: Advisory Committee

Terms of Assessment: Summer _____ Fall ____ Spring _X___ Annual _____

Findings: As dictated by the MOU with Kent University, the Digital Library held two joint (KSU and SSC) committee meetings during the assessment period. The committee focused on student and faculty perceptions of the KSU-Stark physical library and how to improve these perceptions. The committee also determined it would be in the best interest of both libraries and schools to continue to develop opportunities for librarian and faculty cross-school collaboration.

Review Committee/ Process: The committee reviews results actions dictated by previous meetings.

Proposed actions for next term/academic year: Increase committee meeting frequency and market outcomes.

Improvements: To be assessed next cycle.

Assessment Report Review Rubric

Purpose:

A rubric is a guide that differentiates between levels of development in outcomes assessment. The rubric is designed to clearly show departments/ units how the assessment report will be evaluated and where further action may be needed.

Directions:

Mark the response to each item. If any item is not completed in its entirety the appropriate response is No. An Assessment Report review committee will use the same rubric to evaluate your assessment report.

Are the goals for the department/ service area measureable?

Yes _X___   No _____

Comments:

Is a mix of quantitative and qualitative measures used to assess outcomes for each goal?

Yes _X___   No _____

Comments: After discussion and review with the Director of Institutional Research and Planning, the instruments used to measure will be revised to better fit the goal.

Was research conducted and findings determined for each goal?

Yes _X___   No _____

Comments:

Is there a review process in place for the department/ service area?

Yes _X___   No _____

Comments:

Are action steps outlined where applicable?

Yes _ X ___   No _____

Comments:

Was the self-assessment and action plan completed?

Yes __ X __   No _____

Comments:

Was the assessment measures inventory completed?

Yes _ X ___   No _____

Comments:

Key Assessment Terms

Competencies/Goals are clear, meaningful statements of purpose or aspirations for the academic program or support service. Programs and services typically have several goals.

Outcome Measures are direct or indirect measures of student learning or of support services. Direct measures provide evidence of actual learning, e.g. paper, exam, artistic performance. Indirect measures provide evidence about characteristics associated with learning, e.g., student perception surveys, focus group interviews, alumni surveys. See below for detailed examples.

Research is the systematic collection and evaluation of outcomes data.

Findings are the results of research.

Review Process is the method(s) by which findings are discussed and reviewed by faculty, staff, and administrators.

Proposed Actions are the result of the review process and are based on findings.

Improvements are positive changes in student learning or support services as noted through the assessment process. It takes at least two iterations of the research and review process to document systematic improvement.

Examples of *Direct* Measures of Student Learning/Services

- **Scores and pass rates on standardized tests** (licensure/certification as well as other published tests determining key student learning outcomes)
- **Writing samples**
- **Score gains** indicating the "value added" to the students' learning experiences by comparing entry and exit tests (either published or locally developed) as well as writing samples
- **Locally designed quizzes, tests, and inventories**
- **Portfolio artifacts** (these artifacts could be designed for introductory, working, or professional portfolios)
- **Capstone projects** (these could include research papers, presentations, theses, dissertations, oral defenses, exhibitions, or performances)
- **Case studies**
- **Team/group projects and presentations**
- **Oral examination**
- **Internships, clinical experiences, practica, student teaching, or other professional/content-related experiences** engaging students in hands-on experiences in their respective fields of study (accompanied by ratings or evaluation forms from field/clinical supervisors)
- **Service-learning projects or experiences**
- **Authentic and performance-based projects or experiences** engaging students in opportunities to apply their knowledge to the larger community (accompanied by ratings, scoring rubrics or performance checklists from project/experience coordinator or supervisor)
- **Graduates' skills in the workplace rated by employers**
- **Online course asynchronous discussions** analyzed by class instructors

Whenever appropriate, scoring keys help identify the knowledge, skills, and/or dispositions assessed by means of the particular assessment instrument, thus documenting student learning directly.

Examples of *Indirect* Measures of Student Learning/Services

- **Course grades** provide information about student learning *indirectly* because of a series of reasons, such as: a) due to the focus on student performance or achievement at the level of an individual class, such grades do not represent an indication of learning over a longer course of time than the duration of that particular class or across different courses within a program; b) grading systems vary from class to class; and c) grading systems in one class may be used inconsistently from student to student
- **Grades assigned to student work in one particular course** also provide information about student learning *indirectly* because of the reasons mentioned above. Moreover, graded student work in isolation, without an accompanying scoring rubric, does not lead to relevant meaning related to overall student performance or achievement in one class or a program
- **Comparison between admission and graduation rates**
- **Number or rate of graduating students pursuing their education at the next level**
- **Reputation of graduate or post-graduate programs accepting graduating students**
- **Employment or placement rates of graduating students into appropriate career positions**
- **Course evaluation items related to the overall course or curriculum quality**, rather than instructor effectiveness
- **Number or rate of students involved in faculty research, collaborative publications and/or presentations, service learning, or extension of learning in the larger community**
- **Surveys, questionnaires, open-ended self-reports, focus-group or individual interviews** dealing with *current students'* perception of their own learning
- **Surveys, questionnaires, focus-group or individual interviews** dealing with *alumni*'s perception of their own learning or of their current career satisfaction (which relies on their effectiveness in the workplace, influenced by the knowledge, skills, and/or dispositions developed in school)
- **Surveys, questionnaires, focus-group or individual interviews** dealing with the *faculty and staff members*' perception of student learning as supported by the programs and services provided to students
- **Quantitative data**, such as enrollment numbers
- **Honors, awards, scholarships, and other forms of public recognition earned by students and alumni**

[Adapted from Maki, P.L. (2004). *Assessing for learning: building a sustainable commitment across the institution*. Sterling, VA: AAHE; and Suskie, L. (2004). *Assessing student learning: A common sense guide*. San Francisco, CA: Anker Publishing Company, Inc.]